

ENGLISH FOR THE SOCIAL SCIENCES: 2003-2004 SYLLABUS

<i>Professors</i>	<i>Office</i>	<i>Email</i>	<i>Telephone</i>
Jeroni Sureda		Jeroni.Sureda@uab.es	
Marta Viladot	B1-179	Marta.Viladot@uab.es	93-581-2547
Margaret West		Margaret.West@uab.es	
Roland Pearson	B3-071	Roland.Pearson@uab.es	

Course Code: 25210

Credits: 15

1. OBJECTIVES

This course is designed for students in the social sciences who need to develop their English language skills for an academic context. Therefore, the aim of the course is to build up students' ability to:

- understand lectures, talks and televised material given at a typical native speed.
- read quickly and critically assess texts related to the social sciences.
- take notes, write summaries and compositions, and to synthesise / analyse specific subject matter.
- express orally their own ideas and converse at a reasonable speed on any subject related to the courses followed in our Faculty.

In order to achieve these goals, students will be required to develop a working knowledge of the main structures of the English language and vocabulary related to their social sciences study programme.

2. DIVISION OF STUDENTS ACCORDING TO LEVEL

Students already have some knowledge of English before beginning the course, however, they invariably display differing levels of English. So, two groups are created at each class hour to accommodate students with relatively similar levels to provide for a more homogenous learning environment. This means that all students must take the placement test on the first day of class, September 29, 2003.

Students who demonstrate an exceptionally high level of English may be eligible for an independent study project instead of attending weekly classes and taking the final exam. This consists of preparing, writing and presenting a research paper combined with a schedule of obligatory progress meetings with their assigned professor. The objective of this independent study is to allow students to go through the necessary steps to prepare a research paper for presentation at a conference or for possible publication. An additional sheet detailing conditions will be provided for those who are eligible.

3. CLASS ORGANISATION

Classes are organised into three sessions per week and the emphasis will be on the active participation of students in realising course objectives. Students will apply grammar structures, perform reading exercises, work with audio-visual material, participate in discussions, work in groups, write compositions, give presentations, and other related activities. There will be regular homework assignments designed to reinforce and extend classroom learning.

One of the complementary components of the course is the regular use of the multimedia language laboratory (LIAM), a high-tech lab allowing students to work directly with analogical / digital audio-visual material.

4. COURSE CONTENT

The following units provide details of the core language structures and applied language skills covered during this course. Depending on the class level, instructors may add to / substitute some of these to meet students' needs.

<i>Language Structures</i>	<i>Applied Language Skills</i>
Unit 1	
Present and past tenses Question formation <i>Would</i> and <i>used to</i> Time markers	Writing / talking in general, now / past events Reading with questions in mind Reading for inference Opening sentences. Review of punctuation norms in English
Unit 2	
Relatives: <i>who</i> / <i>whom</i> / <i>whose</i> / <i>which</i> / <i>that</i> / <i>where</i> / <i>when</i> / <i>what</i> Word order Prepositions in relative clauses <i>-ing</i> adjectives versus <i>-ed</i> adjectives	Defining concepts. Classifying Ways of reading (Skim and Scan) Finding the main point Surveying textbooks Using a dictionary
Unit 3	
Modals of obligation and prohibition Words related to gender <i>Too</i> and <i>enough</i> <i>So</i> and <i>such</i> Phrasal verbs	Interpreting graphs. Preparing a CV Note-taking Writing formal letters Looking for pros and cons Reading abstracts and summaries
Unit 4	
Comparatives and superlatives Location words Causative <i>have</i> / <i>get</i> <i>Other</i> , <i>another</i> and <i>others</i>	Organising texts: general-specific Making contrasts & comparisons Distinguishing fact from opinion Comparing sources Linking strategies
Unit 5	
Verbs and expressions followed by gerunds and infinitives Contrast and concession clauses Conditionals	Cause-effect: linkers Signpost expressions Writing abstracts & summaries Identifying text structure
Unit 6	
Structures referring to future time <i>Wish</i> (facts and habits) False friends / words easily confused	Discussing future events Using sources Using counter-arguments Comparing text structures
Unit 7	
Purpose clauses: <i>to</i> , <i>in order to</i> , <i>so that</i> Reason clauses: <i>because</i> , <i>since</i> , <i>as</i> <i>Make</i> and <i>let</i> + personal object + verb The passive: form and use	Linear relationships: process Emphasising the message
Unit 8	
Saxon genitive vs. Noun + Noun structures	Structuring texts: situation, problem, solution, and evaluation

<i>Anyone/No-one; Anybody/Nobody; Any / None</i>	Promoting nominal style
<i>As vs. Like</i>	Styles of language: formal vs. informal vs. colloquial
<i>During, Since, For</i>	The language of electoral campaigns

Unit 9

Reported speech: reporting verbs, change of tenses	Critical reading: comparing viewpoints
Contrasting <i>say</i> and <i>tell</i>	Reading the press
Contrasting orders and statements	Analysing editorials
Contrasting questions and requests	Comparing TV and press reports
Prepositions used after verbs	Structural features of headlines: omission, change of tenses, adjective use of nouns

Unit 10

Modal verbs of deduction and speculation in the past	Creating texts
Definite and indefinite articles	The honesty principle: degrees of certainty
<i>No</i> and <i>not</i>	
<i>Had better</i> and <i>would rather</i>	
Inversion after “negative adverbs”	Bibliographic styles.
Understanding the English of the Classics	

Reports, Speeches and Presentations

Unit 11

Preparing and delivering speeches:	Understanding reports and speeches, discourse analysis:
- occasion and mood	- Who is speaking
- speaker’s background	- Who is being addressed
- audience’s background	- Report / speech context
- objectives of the speaker	
- speech: style, pace, choice of words for clarity	

Unit 12

Writing reports:	Presenting reports orally:
- graphs, tables and figures	- visual aids
- title and table of contents	- planning
- style	- speech
- organisation of ideas	- beginning and ending
- crediting sources	- arousing interest and response

5. STUDENT ASSESSMENT

The distribution and weighting of the final grade will be as follows:

➤ 40% - Class sessions and assignments

Coursework (assignments) will be set on a regular basis with specific deadlines. Assignments handed in after the deadline will not be accepted. For those classes which have a different teacher once a week, this percentage will be further broken down as:

- I. 20% One instructor’s assignments
- II. 20% The other instructor’s assignments

Class attendance and participation are essential in the learning process and will form part of student assessment.

- 60% - Final Exam, divided into the following sections and are weighted equally:
 - I. Grammar and vocabulary
 - II. Reading
 - III. Writing

NOTE that students must obtain a minimum passing grade in all sections of the final exam in order to pass the course. Each section(s) failed in June must be re-taken in September. Any written work that is plagiarised will result in an automatic failing grade.

6. COURSE MATERIALS AND BIBLIOGRAPHY

The materials used in this class will be texts from books or articles published in journals, newspapers or magazine articles, in addition to TV and video materials. As regards texts, students will be able to obtain course materials from either the photocopy centre in the Faculty building or download it from Campus Virtual (see your professor for details). Instructors may provide additional materials in class.

The following includes a basic list of reference material for this course. The year of publication has been omitted for many as they are re-edited regularly; consult the most recent edition available.

Language Skills: Grammar Books

- Alexander, L.G. *Longman English Grammar Practice*. Essex: Longman Group UK, 1992.
- Azar, B.S. *Understanding and Using English Grammar*. Englewood Cliffs: Prentice Hall Regents, 1989.
- Beaumont, D. & Granger C.. *English Grammar*. Oxford: Heineman Educational Books, 1991.
Edición española, con clave.
- Bob, L. et. al. *Circles 3*. Madrid: S.G.E.L., 1991.
- Cadierno C, Soracco M., Kay S. & Jones V. *Inside Out. Additional Material*. Oxford: Heinemann, 2001.
- Chalker, S. *Current English Grammar*. London: Macmillan.
- Downing P. *A University Course in English Grammar*. Prentice Hall International.
- Eastwood, J. *Oxford Practice Grammar. With Answers*. Oxford: Oxford U.P.
- Graver, B.D. *Advanced English Practice*. Oxford: Oxford U.P.
- Swan, M.. *Practical English Usage*. Oxford: Oxford U.P.

Reading and Writing for Academic Purposes

- Benesch, S. et al.. *Academic Writing Workshop*. Heinle & Heinle (USA).
- The Chicago Manual of Style for Authors, Editors and Copywriters*. Chicago: Chicago University Press.
- Coulthard M. & Caldas-Coulthard C.R. (eds.) *Texts and Practices. Readings in Critical Discourse Analysis*. London: Routledge.
- Donahue L. *Writing as a Personal Product*. Prentice Hall International UK.
- Frank, M. *Writing as Thinking. A Guided Process Approach*. Prentice Hall International UK.
- Gibaldi, J. & Achtert W.S. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America.
- Glendinning, E. H. and Holmström.B. *Study Reading. A Course in Reading Skills for Academic Purposes*. Cambridge: Cambridge U.P.
- Haarman, L., Leech P. and Murray J.. *Reading for the Social Sciences*. Oxford: Oxford University Press.
- Hamp-Lyons, L. & Heasley B. *Study Writing. A Course in Written English for Academic and Professional Purposes*. Cambridge: Cambridge U.P.

Holschuh, L.W. and J. Patrick Kelley. *Academic Reading*. London: Macmillan.
 Jolly D. *Writing Tasks*. Cambridge: Cambridge U.P.
 Jordan R.R. *Academic Writing Course*. Harlow, Essex: Longman.
 Leki, I. *Academic Writing*. London: Macmillan.
Proposta de representació de referències i citations bibliogràfiques. Barcelona: Servei de Llengua Catalana. Dirigit per M. Teresa Cabré.
 Wallace, M.. *Study Skills in English*. Cambridge: Cambridge U.P.
 Waters A. & Waters M. *Study Tasks in English*. Cambridge: Cambridge U.P.

Sources for Social Sciences

Bull, H. *The Anarchical Society: A study of Order in World Politics*. London: Macmillan, 1977.
 Converse, J.M. and S. Presser. *Survey Questions, Handcrafting the Standardized Questionnaire*. University Paper Series on Quantitative Applications in the Social Sciences, n° 16. London: Sage, 1986.
 Galbraith, J.K. *The Culture of Contentment*. Harmondsworth: Penguin, 1992.
 Gellner, E. *Nations and Nationalism*. Oxford: Basil Blackwell, 1988.
 Giddens, A. *Sociology. A Brief but Critical Introduction*. London: Macmillan, 1982.
 Giddens, A. *Sociology. Capitalism and modern social theory. AN analysis of the writings of Marx Durkheim and Max Weber*. Cambridge U.P., 1988.
 Grant, M. *Understanding Politics: An A Level Course Companion*. Cheltenham: Stanley Thornes, 1992
 Hartwig, F. and B.E. Dearing. *Exploratory Data Analysis*. University Paper Series on Quantitative Applications in the Social Sciences, n° 6. London: Sage, 1979
 Hempel, C.G. *Aspects of Scientific Explanation*. 1965.
 Holsti, K.J. *International Politics. A Framework for Analysis*. Englewood Cliffs, N.J.: Prentice-Hall, 1995. 7th Edition.
 Holton, G. *Limits of Scientific Inquiry*. New York: Norton & Co., 1979.
 Jones, R.A. *Emile Durkheim: An Introduction to Four Major Works*. Beverly Hills: SAGE, 1986.
 Kreiger, J. *The Oxford Companion to Politics of the World*. New York: Oxford University Press, 1993.
 Lukes, S. *Emile Durkheim. His life and Work: A Historical and Critical Study*. Hammondsworth: Penguin Books, 1973.
 Moore, S. *GCSE Sociology*. London: Letts Educational, 1997.
 Plano, J. and R. Olton. *The International Relations Dictionary*. Santa Bárbara: ABC-CLIO, 1988. 4th Edition.
 Politt, J. *Managerialism and the Public Services*. Oxford: Basil Blackwell, 1990.
 Riley, A. *English for Law*. London: Macmillan Publishers, 1993.
 Rosenbloom, D.H. *Public Administration*. New York: Random House, 1986.
 Selfe, P. *Sociology A Level*. London: Macmillan Press Ltd., 1993.
 Shostak, M. *The Life and Works of a !Kung Woman*. New York, 1983.
 Sipri. *World Armament and Disarmament Yearbook 2000*. Oxford: Oxford University Press, 2001.
 Subirats, J. *Modernizing the Spanish Public Administration or Reform in Disguise*. Barcelona: Working Papers, ICPS, 1991.
 Wright Mills, C. *The Sociological Imagination*. New York: Oxford University Press, 1965.